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Preschool Parent Education Program: A Curriculum Guide for Use by Teachers Conducting Parent Education Programs as a Part of Over-All Compensatory Preschool Projects. Experimental Edition.

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The purpose of this document is twofold: (1) to describe an experimental parent education program and (2) to describe how such a program will be evaluated. Parents can positively influence preschool children's perceptual, language, and cognitive development with direction. In this project teachers are released in the afternoon to teach parents how to remedy some of the serious deficiencies in their children. Teachers assume diagnostic roles. Specific curricula insure the program's success. Students' common disabilities are treated in groups using common curricula. Demonstration sessions are conducted with parents observing and utilizing techniques at home. The impact of this program on academic readiness of children will be assessed. An experimental substudy will be evaluated and changes in the intellectual home environment will be assessed. A table of sample diagnostic grouping and a typical schedule of daily activities are given. The role of the social worker in maintaining parent attendance and establishing home visits is outlined. Another table shows how the demonstrations may be followed through at home. (DO)

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PRESCHOOL
PARENT EDUCATION PROGRAM

A curriculum guide for use by teachers
conducting parent education programs
as a part of over-all compensatory
preschool projects

Experimental Edition

prepared for

Preschool and Primary Education Project
Department of Public Instruction
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INTRODUCTION

That the children of the poor do not, as a whole, do as well in school as children from more favored environments is an indisputable fact. Investigations into why this is so have shown numerous correlations between social, economic, health, and education factors existent in the homes of the poor and various indices of educational ability and achievement. The results of these investigations have led hundreds of educational institutions and welfare organizations to undertake an enormous variety of preventative and remedial programs aimed at making the children of the poor more capable of dealing with the realities of school life.

One of the main preventative programs has been compensatory preschools. Typically, the average preschool project will contain five distinct, although variously mixed, ingredients:

.an in-school program for children;
.health examinations and services;
.welfare services for families;
.programs for parents;
.training programs for professional and non-professionsl personnel

The criticisms of preschool projects thus far have been that most have failed to be very explicit about what they are doing and, secondly, they have been rather casual about making toughminded evaluations of their efforts. It is obvious, that unless projects can describe what they are doing, the possibility of replication is non-existent. Unless there is evaluation, the worthwhileness of replication cannot be known.

The purpose of this guide is twofold. One, to describe an experimental parent education program and, two, to describe some of the means which will be used to evaluate this program. The guide will be used by teachers and social workers associated with the Preschool and Primary Education Project[1] in their work with nursery age children and their parents.

The focus of the parent education program, to be described, is on one way parents (i.e. mothers) can be taught to work on certain aspects of their preschool child's perceptual, language, and cognitive needs. Several plausible reasons have dictated this particular strategy. One, research has made a

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[1] Preschool and Primary Education Project: Annual Progress Report - 1964-1965, Department of Public Instruction, Harrisburg, Pa.

convincing case of the relations between the language environment of the home and a child's language performance in school.[2] Since the priority objective of the entire Preschool and Primary Education Project is to improve the preschool child's subsequent language performance when he enters school, it would appear reasonable to make a direct and intensive approach with the child's parents.

In addition, results from the project thus far have failed to show any significant results in the school performance of preschool children whose parents were exposed to parent programs characterized by a wide variety of educational and non-educational programming and services. The failure of this type of all encompassing parent program to spill over significantly into the child's school performance may, in part, be due to a failure to direct the parent program into academically relevant channels and to plan content in a systematic and intensive fashion.

Second, the parent education program will be clearly related and articulated with the child's nursery, pre-kindergarten and kindergarten programs.[3] There is a time period of ten months between the child's summer nursery program and his pre-kindergarten program when the child is not in school. Teachers in the Preschool and Primary Education Project are released five afternoons a week to conduct parent education programs. Each teacher, using the information obtained from an individual language diagnosis made during the summer nursery, will be teaching parents how to remediate some of their child's most serious deficiencies. The parents will be expected and encouraged to carry on certain sets of remedial activities at home. In short, the program will bank heavily on the ability of parents to follow through at home in a prescribed manner.

A final reason for undertaking the type of program to be described is for practical considerations. The program will capitalize on the desire of parents to be

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[2] Hess, R.; Olin, E.; Shipman, V.; Relationship Between Mother's Language Styles and Cognitive Styles of Urban Preschool Children (paper), Society for Research in Child Development, Minneapolis, Minnesota, 1965.
Dave, R.; The Identification and Measurement of Environmental Process Variables That Are Related to Educational Achievement, (dissertation), University of Chicago, Chicago, Ill., December, 1933.
Wolf, R.; The Measurement of Environments, (paper), Proceedings of the 1964 Invitational Conference on Testing Problems, Educational Testing Service, Princeton, N. J., 1964.

[3] Progress Report, 1964-65: Op. Cit., pp. 6-9, 34-37.

of help to their children and, at the same time, capitalize on what teachers can do well...teach. Too often parent programs fail to translate their content into specific actions parents can take with their children or leave parents feeling incapable of undertaking the actions called for. The program elaborated in this guide provides for specific activities, games, and exercises which can be easily carried on by parents. For the teacher, the program allows her ample room to teach children and parents. She is called on to teach children for purposes of demonstrating various home teaching possibilities to parents and then to instruct parents on ways to extend the learning at home.

Readers are cautioned in their use of this guide to note the following:

(1) Because the parent program described is an outgrowth of a prescribed preschool diagnostic language program used in the Preschool and Primary Education Project the framework of parent activities will be found to be circumscribed accordingly.

(2) The parent program described is only one part of an array of health, education, and welfare programs and services conducted in the Project.

(3) The parent program described has not yet been evaluated.

Comments as well as criticisms of this guide are welcomed by the staff of the Preschool and Primary Education Project.

CONTENT AND PROCEDURES

Determining Content

The principal basis for determining the content of the parent education program is the information each teacher has noted on her Diagnostic Class Profile. In most cases teachers will have substantially completed the informal assessments of her children as noted in the Preschool Diagnostic Language Program Guide (pp.17-26) by the time the parent program is ready to be undertaken. If, however, this phase has not been completed it may be included as a part of the program with the parent. The parent can then be made aware of the diagnostic process.

Ideally, the structure, arrangements, scheduling and grouping of children and parents should be decided on the basis of common disability patterns. That is, if five children show the same pattern of disabilities on the ITPA, then a long-range schedule for these children and their parents should be devised and content planned for their common needs. If these children had, for example, a common pattern of Auditory Decoding, Auditory-Vocal Association, and Auditory- Vocal Automatic

disabilities the content of the a long range program might include the following:

Auditory Decoding: Activities in Fine Sound Discrimination, Single Word Recognition, and Sentence and Question Recognition.

Auditory-Vocal Association: Analogies, Classifications, Opposities, Similarities.

Auditory-Vocal Automatic: Grammatical Relationships, Linguistic Inference and Deduction.

Exactly what sub-parts or sub-skills in each psycholinguistic area to be emphasized would depend upon the teacher's judgment of both the level of diability in each area and the particular sub-part or sub-skill where it appears wisest to begin. Once this judgment had been made the teacher could then proceed to draw from activities and exercises suggested the Preschool Diagnostic Language Guide, Supplementary Guide or from her own imagination.

The content discussed thus far has been related to the needs of children. This, however, is where the parent education program should start, for parents will subsequently be asked to take on the responsibility of continuing to expand this content at home. A hypothetical example of how the content of the program for children related to the content of the parent education program follows:

Let us assume that five children and their parents have been brought into a demonstration session. The particular demonstration for this session is in the Visual-Motor Association area and the teacher has decided to emphasize visual similarities and differences. During part of the session the teacher might have the children sorting and grouping various sized and colored objects according to certain specified similarities (i.e. all red blocks, all round objects). The parents would observe during this portion of the session and possibly assist the teacher in setting up the necessary materials (i.e. cutting out various shapes from poster paper). Following the demonstration the teacher would discuss with the parents (a) the significance of this type of activity (i.e. will strengthen later ability to perceive letters and words accurately, to do abstract generalization, and to work effectively with mathematical relationships); (b) how best to conduct this type of activity; (c) types of materials (or substitutes) that can be used; and (d) variations of this type of activity that can be carried on at home.

Since the main aim of this session (as well as all parent demonstration sessions) is to have the parents follow-through at home, the content of the latter part of the session would include (a) specific suggestions for similar

types of activities parents can carry on at home and (b) lending or making materials so that the parents can begin such activities without delay. In this case the teacher might suggest such parallel types of home activities as:

(1) sorting and grouping regular playing cards according to color, suit, or number;

(2) cutting out similar types of items from magazines;

(3) putting similar length pencils (or sticks), different colored beads, pieces of thread or cans of food; similar shaped silverware or kitchen utensils; similarly used toys (i.e. those that bounce) or similarly textured reading materials (i.e. hard and soft covered) in separate groupings or piles.

To assist the parents the teacher might lend them such classroom materials as blocks, beads, colored paper, scissors, or picture cards. Possibly she might have the parents make some materials during the session to take home. The teacher might have the parents cut out various pictures from magazines or shapes from poster paper. Whatever is decided the aim is to have parents understand what they can do and to have on hand or at home the necessary materials to do it.

Grouping and Scheduling

Each teacher should plan on using four of her five afternoons each week for child-parent demonstration sessions. Probably no more than seven or eight children and their parents should be brought into any single session. A larger number might make it difficult for the teacher to be sure that each parent understood what was expected and was prepared to follow through at home.

As mentioned previously, the actual size of each grouping will depend upon the common disability patterns the teacher desires to group together. One example of common disability grouping is shown in Table I.

From the Table it can be seen that:

(1) the teacher varied the size of her eight groups according to the pattern of common disabilities existing;

(2) in two groups (group C and D) the same disability patterns existed but the teacher chose to place them in two small size groups rather than one large size group;

(3) there are separate groupings for children who are weak in almost all areas and children who are strong in almost all areas (groups F and G);

(4) all disabilities of all children were not necessarily encompassed by this particular grouping pattern (see last column) but only those that could be dealt with in a grouped instructional situation;

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TABLE I---SAMPLE DIAGNOSTIC GROUPING

Group	Number of Children	Common Disabilities	Comments on Unique or Individual Disabilities
A	6	Auditory Decoding Auditory-Vocal Association Auditory-Vocal Automatic Vocal Encoding	2 children also have Visual-Motor Association and Motor Encoding Problems
B	6	Auditory-Vocal Association Visual-Motor Association Auditory-Vocal Automatic Vocal Encoding	1 child has Motor Encoding problems 2 children have slight Visual-Motor Sequencing problems
C	4	Auditory-Vocal Association Auditory-Vocal Sequential Auditory-Vocal Automatic Auditory Decoding	1 child has Vocal-Encoding problem 2 children have Visual Decoding problems
D	6	Auditory-Vocal Association Auditory-Vocal Sequential Auditory-Vocal Automatic Auditory Decoding	5 children have slight problems in two or three of the visual areas
E	5	Visual Decoding Visual-Motor Association Visual-Motor Sequential	1 child has Auditory-Vocal Association problem 3 children have slight Auditory-Vocal Automatic problems
F	6	Weak in all areas except motor encoding and visual decoding	- - - - - - - - - - - - - - - - - - - -
G	3	Auditory-Vocal Automatic	Stress readiness work with this group
H	4	Visual-Motor Sequential Auditory-Vocal Association Visual Decoding	1 child with Visual-Motor Association problem

(5) In some cases children with unique disabilities (last column) could have been assigned to other groups but weren't in order to keep the size of the groups down (i.e. the one child in Group C that had a vocal encoding problem could have been assigned to Group A).

Of course, many practical problems will interfere with carrying out any grouping plan. Transportation may in some cases force teachers to assign children to groups on the basis of days when transportation is available to the parents of these children. The inability of some parents to attend on certain days may force readjustment in groups. It is not unlikely that some parents will have preferences about other parents they would like to be with and this may ultimately require changes in grouping. Since it is the parents for whom the program is primarily geared, modifications should be made which will assure the greatest attendance by the greatest number over the ten month period of the program.

Such modifications may result in a teacher not having all or even most of the children in any single group with common disability patterns. In this case she would have to individualize her demonstration sessions in order to match remediation and disabilities. For example, one group of children, because of practical necessities have been grouped as follows:

Group X (six children)

Name	Disabilities
Betty Smith	Auditory Decoding, Auditory-Vocal Assoc., Vocal Encoding
Robert Jones	Auditory Decoding, Auditory-Vocal Seq., Visual-Motor Assoc.
John Hall	Visual Decoding, Auditory-Vocal Automatic, Auditory-Vocal Sequencing, Vocal Encoding, Motor Encoding
Gail Winters	Visual Decoding, Visual-Motor Sequencing, Visual-Motor Assoc.
Jane Peters	Auditory-Vocal Automatic, Vocal Encoding.
William Banks	Auditory=Vocal Association, Sequencing, and Automatic.

The teacher might in one demonstration session plan a program for the four children having disabilities in the Auditory-Vocal Association and/or Auditory-Vocal Automatic areas while, at the same time, having the two remaining children work independently at a Visual-Motor Association exercise. Parents would be called upon to assist according to which of the two sub-groups their children had been assigned.

What is being suggested, then, is that where practical difficulties prevent homogeneous assignments of children the teacher should seek some sort of homogeneous intro-group divisions. If the program is to be truly remedial the teacher will have no other course but to make these divisions.

Demonstration sessions should be planned for 2 to 2 1/2 hour periods with refreshments provided at the halfway mark. A typical daily schedule for a group might look something like the following:

1:00--1:15
(a) Work-Play for Children
(b) Greet Parents and Review Work Done to Date at Home
(c) Inform Parents of Demonstration Plans for the Day

1:15--2:00
Demonstrations
(a) Auditory-Vocal Automatic (Use of "in" and "on") A competitive circle game is played with the children to see who can make the fewest mistakes in placing objects "in" or "on" a box.
(b) Auditory-Vocal Sequential (Remembering characters in story). Children are read a story and then asked questions about the order of introduction of various animals in the story. Where possible (Auditory-Vocal Automatic) children will be asked to answer in complete sentences.

2:00--2:15
(a) Parents assist during snack period
(b) Mrs. _____ given responsibility for supervising children for remainder of session.

2:15--3:00
(a) Discussion of lesson with parents
(b) Suggestions for home follow-through activities:
Auditory-Vocal Automatic
Place various objects "in", "on", "under" or "between" various pieces of furniture or in certain locations and direct the child to bring it to you. For example, "Bring me a show in the bedroom that is under a chair," or "Get me a magazine that is somewhere between here and the kitchen."
Auditory-Vocal Sequential
Lend parent copies of either Weekly Reader or Golden Books. Have them read stories to children and ask for recall of events and characters.

3:00--3:15
(a) Remind parents of next session in two weeks.
(b) Ask them to bring any old magazines for a demonstration of Visual-Motor Sequential activity.

How often parent-child demonstration sessions are planned for each group will depend on the number of groups a teacher has operating, how often she has to do home visiting (to reach parents who do not attend), the amount of time a teacher needs to prepare lessons and materials, and the teacher's realistic estimate of how

frequently she can schedule groups. From this it can be seen that there will be as many scheduling patterns as there are teachers. One teacher, as an illustration, might have the following year-long schedule:

.Group A (6 children and parents) on first and third Monday's;
.Group B (5 children and parents) on second and fourth Monday's;
.Group C (7 children and parents) on every third Tuesday;
.Group D (6 children and parents) first Wednesday and last Friday of month;
.Group E (4 children and parents) must schedule separately at each .session;
.Group F (5children and parents) can only occasionally meet together, generally must be scheduled with other groups;
.No grouping for 7 families--plan on home visits every other Thursday;
.Curriculum planning--First and second Tuesday, fourth Thursday, and third Friday of each month.

Location

There will often times be a relationship between scheduling and grouping children and their parents and the location of the program. If one location is consistently used (i.e. a classroom in a school building, a leased room in a church) it can normally be expected that parents at a far distance from this location will have erratic attendance. On the other hand, a definite and permanent location not only prevents confusion as to meeting places but also provides the teacher with one central place to house her materials and prepare her demonstrations.

Generally, the availability of classroom space will depend on whether or not school buildings are overcrowded. If school building space is not available equivalent space in a centralized location should be sought. In the past, teachers have used donated church classrooms, unused apartments in housing projects, and community centers.

If a teacher cannot obtain consistent attendance, using a central location, on the part of a sizeable group of parents because of distance factors, then an investigation of the possibility of using the homes of various parents ought to be undertaken. One teacher, a few years ago, planned her entire program in the homes of various parents. On one day she would meet with a group of parents at one home, and the following day meet in another home in a different section of

the community with another group of parents. Because the parents did not have to travel far attendance at meetings was high.

Teachers should consider using combinations of one central location and homes. The central location could be used for all groups that can and will attend regularly. Homes could be used when there appears to be a cluster of parents in one section of the community who seldom attend the sessions at the central location. However teachers decide on location, it is important to reiterate at this point that the focus of the program is on parents. Location should be flexible in keeping with this over-riding purpose of obtaining the highest parental attendance possible.

ROLE OF THE SOCIAL WORKER

The planning and conduct of the parent education program should be a joint effort of teachers and social workers. While the teacher's role is primarily instructional, her effectiveness will, to a large extent, depend on her effective collaboration with the social worker. Without the social worker's efforts to secure parental attendance, to prepare parents for home visitations by the teacher, to provide the teacher with feedback about the follow-through by parents, and to attend to those matters impeding parental progress with the program, it is doubtful that the program can have very long lasting impact. In brief, then, the social worker's role can be described as facilitative.

Maintaining Parent Attendance

Social workers will normally be familiar with the factors preventing parent attendance. Lack of transportation, the absence of babysitters or employment will usually be the reasons given for failure to attend sessions. While social workers will, as a part of their professional responsibilities, search for factors, underneath the given reasons, which may be more significant in keeping parents away from the program, the here-and-now practical task of maintaining parent attendance must command a good portion of their time and energy.

There are two ways to solve transportation problems: find a feasible means of getting parents regularly transported or change the location of the program to be near where the parents live. Neither means is without problems, but some districts have made headway with one approach or the other. In one

district car pools have been systematically planned (and subsidized) so that parents could attend meetings. In another project, mentioned previously, the program was located in private homes in different sections of the community. Since the time demand on parents (and their children) will not ordinarily exceed two sessions (or four or five hours) a month, social workers might also want to stress with parents this aspect of the program.

It will be the rare project center that will be able to maintain a consistently high attendance of, let us say, 80% or better. Some parents may never attend even though their children may be brought to the various sessions by another family member. Even given the best social work efforts, previous experience indicates failure of a sizable portion of parents to attend any parent education meetings (20% in 1964-65). The great majority of parents (63%), in fact, attended less than half of the sessions.

Establishing Home Visits

Because of this teachers will have to visit some homes if any school contact is to be established. The object of these visits will, of course, be to encourage attendance at parent education sessions. However, most teachers during these visits will usually try to promote some educational activity in the home. Allowance will have to be made in the teacher's schedule for these home visits if some sort of continuous educational program is to be maintained with all parents.

The social worker will ordinarily assume the leadership in establishing a teacher's home visit assignments. Some homes may be more receptive to "educational treatment" than others. In addition, a family hard pressed with economic, social, and health problems may simply have too many matters demanding social work attention for a teacher to have much success.

Providing Information Feedback

Whether parents do attend or do not attend program sessions, the teacher will need feedback on what is happening in the home. Are parents trying out the teacher's suggestions? How much time is being spent at home with the activities suggested by the teacher? What problems are the parents having in implementing these activities? Are they confused? Are parents happy with the program? In short, the teacher needs information she can use to appropriately revise her program.

The social worker's familiarity with the home situation places him in a position of being able to give the teacher considerable information about what is and what is not occurring in the home. Furthermore, the social worker's training

will help him interpret these findings to the teacher. Johnny's mother is not doing much at home with the program because (a) she can barely handle her other children and (b) this gives her precious little time to devote to Johnny for anything. Besides she is too tired! In another case, Mary's mother isn't following through because (a) she is totally unclear what the teacher wanted and, anyway, (b) thinks the teacher doesn't really like her. Information such as this should, at the very least, enable the teacher to deal with her parents as they are and not as she might wish they would be.

Planning Necessary Social Services

The social worker's expertise will be mainly exercised in planning and providing social services for families. As different from the normal social service outlook, however, the project social worker will be mainly concerned with providing discrete services that appear to relate to the observed or hypothesized problems of the project child.

To do this successfully the social worker will need to both observe the child and receive information from the teacher about the child's actions in classroom situations. Based on this data, coupled with the social worker's knowledge of the home environment, a diagnosis of what the roots of the difficulties may be can be formulated. Treatment plans, once developed, will be aimed mainly at remedying or ameliorating those disorders, conditions, and problems that seem to be hindering the successful adjustment and performance of the project child in school. In short, the outlook of the social worker is "child focused" rather than "family focused."

Supplementing the Regular Parent Education Program

Whilt the principal thrust of the parent education program is, as has been described, aimed at changing the intellectual home environment, there will be occasions when both the social worker and teacher will want to supplement the regular program. In the past teachers and social workers have jointly planned field excursions, films, speakers, and general discussion sessions for parents. In addition, social workers will be concerned with informing parents about the availability of health services, adult education. community social service and recreational resources and child guidance facilities.

The degree of supplementation along these lines will vary in each project center. In some centers, where the severity of non-educational problems is high, the supplementary program may have to be planned quite frequently. In addition,

where consistent and persistent efforts to gain parental attendance in the educational program only succeed in obtaining small turnouts (e.g. less than half the parents come regularly) the need for such a supplementary program may become crucial.

ILLUSTRATIVE PARENT EDUCATION PROGRAMS

Table II provides one illustration in each ITPA area of how the child demonstration program can be related to follow-up home programs by parents. In all cases the attempt has been made to have follow-up activities parallel (and in some cases extend) the teacher's initial demonstration with children. As the abilities of parents to carry on activities at home becomes evident, teachers will have to make judgments as to the level and complexity of activities that can be successfully carried on at home. In some instances, only simple games or exercises will be within the capacities of the parents. In other cases the teacher may find she can be more ambitious in her expectations.

EVALUATION

The evaluation of the parent education program will seek to answer two questions:

(1) Do children exposed to a seven week introductory nursery program and a parent education program perform significantly better on measures of academic readiness at the completion of the program than comparable children not exposed to any program?

(2) What were the main accomplishments (as well as weaknesses) of the program as teachers and social workers perceived them on both children and parents?

The impact of the program on the academic readiness of the children will be assessed in the late spring of 1967. Children exposed to the program as well as control children will be given both the Peabody Picture Vocabulary Test and the Illinois Test of Psycholinguistic Abilities. Results will be analyzed for significant differences along the criterion variables measured. For a more complete description of this evaluation program readers are referred to progress reports of the project.

To judge the overall accomplishments of the program, as perceived by teachers and social workers, record forms and reports (see Appendices A and B) will be maintained and submitted by both teachers and social workers. From these reports it should be possible to judge such factors as:

- what was actually done in the parent education program, for what period of time and with what involvement of parents;
- what improvements in the educational functioning of both children and parents were noted;
- what over-all changes in family functioning could be related to the program.

TABLE II---ILLUSTRATIVE PARENT EDUCATION PROGRAMS

Sub-Skill Focus	Teacher Demonstration (with children)	Parents Follow-Through Suggestions	Materials Required for Follow-Through
		Auditory Decoding	
Fine Sound Discrimination	Teacher plays word game with children aimed at distinguishing the initial consonant sounds "b","d", and "g". Teacher says, "buy, boy, day," and asks which word began with a different sound.	Parents can be given additional lists (or the same if children did not perform well) of "b", "d", and "g" words. Lists can be of other consonant sounds if teacher feels parents can handle activity.	List of practice words.
		Visual Decoding	
Item Identification	Using readiness workbooks or dittoed sheets teacher has children mark or circle objects that are different from other objects shown, have different properties (e.g. those that you eat), or have certain specified characteristics (e.g. those that are round).	Parents can be given pages from readiness books or dittoed materials and instructed to have children follow the same procedures.	Practice materials and and pencils or crayons.
		Auditory-Vocal Association	
Classification	Teacher asks children to categorize various objects (or pictures of objects). She either asks which ones go together (monkey, elephant, fish) or which ones fit into a given category (which of those lives on land?)	Parents can be given similar lists to practice with at home or better yet be asked to develop some themselves.	Practice lists.

TABLE II (continued)---ILLUSTRATIVE PARENT EDUCATION PROGRAMS

Sub-Skill Focus	Teacher Demonstration (with children)	Parent Follow-Through Suggestions	Materials Required for Follow-Through
	Visual-Motor Association		
Inference and Deduction	An assortment of cut-out triangles, circles, squares is placed in front of children. Children are shown a certain sequence of circles, squares, and triangles and asked to complete it with the shapes in front of them. If, for example, a constant sequence of two squares followed by a circle was shown to them, they would be expected to follow this format.	Teacher can suggest other types of sequences (e.g. color) or suggest the parents try some more difficult sequences. Parents can cut out shapes they will need at home from poster paper during class session.	Cut out shapes or scissors and poster paper for parents to cut them out at home.
	Vocal Encoding		
Word and Sentence Production	Teacher reads a part of a story to children. She then asks one child to make a continuation of the story, another child to add more and so forth.	Teacher can lend books to parents to continue this game at home. Perhaps, parents can be encouraged to let siblings join in the game at home.	Books to read.
	Motor Encoding		
Fine, Coordinated, Directed Muscular Activity	Teacher has children cut out separate traced parts of a horse then paste the parts together to form a horse.	Dittoed sheets with separate traced parts of other animals or figures can be given to parents to take home for their children to practice with.	Dittoed sheets scissors paste poster paper

TABLE II (continued)---ILLUSTRATIVE PARENT EDUCATION PROGRAMS

Sub-Skill Focus	Teacher Demonstration (with children)	Parent Follow-Through Suggestions	Materials Required for Follow-Through
	Auditory-Vocal Automatic		
Descriptive Statement Patterns	Children are taught the statement pattern. "This _____ (table) is _____(big). They are then asked to use the pattern in describing various objects pointed to by the teacher.	Parents can be asked to continue this exercise at home or to introduce the word "not" into the basic statement pattern. (This ____(table) is not_____(small).	A list of objects or items in the home upon which the statement pattern practice can be tried should be given parents.
	Auditory-Vocal Sequencing		
Recall	Children play, "What Goes in My Shopping Bag." Each child puts some object in the shopping bag, names it and states what else has already been placed in the bag.	Parents can play this game at home with all their children. Variations can be introduced (e.g. packing a suitcase).	Teacher may lend parents a variety of small classroom articles (blocks, beads, sticks,) or suggest articles at home that can be used.
	Visual-Motor Sequencing		
Recognition	Children are shown a collage (preferably non-representational) pasted together of rectangular and circular shapes of paper. Children are asked to cut out and paste a similar figure.	Parents are asked to make their own collage during the class session. Then they are instructed to have the children cut out and paste together a similar collage at home.	Collage Scissors Poster Paper Paste

One experimental sub-study to be conducted during the course of the parent education program will be on assessment of changes in the intellectual home environment. Adopting (with revisions) an interview schedule used successfully with parents of older children, the study will:

- apply the schedule to a sample of experimental and control subjects prior to the parent education program and at the close of the program;
- relate changes in the intellectual home environment to changes in the academic performance of both experimental and control children (e.g. PPVT and ITPA);
- analyze change factors in the home responsible for changes in the children's academic performance.

APPENDICES

Similar to last year social workers and nursery teachers will be asked to submit by June 23, 1967, an end of the year summary report. In reporting, please follow the exact order of questions noted. If it should be impossible to answer any question accurately please state so. Any supporting data (schedules, diagnostic forms) that would help in the interpretation of your report would also be appreciated. We hope you will not hesitate to ask questions on this report if you have them. Finally, it should be noted that if the final report is to be accurate, you will have to maintain records during the course of the year rather than rely on memory at the end of the school year.

APPENDIX A

Reporting Form for Project Nursery Teachers - 1966 - 1967

1. Please report the following information as accurately as possible:

   A. Number of Nursery children you began work with in Summer 1966_____.
   Number of Nursery children you are working with as of June 1967_____.

   B. Number of Nursery parents you began work with in October 1966_____.
   Number of Nursery parents you are working with as of June 1967_____.

II. Please enclose the following:

   A. Copy of initial diagnostic class profile sheet. (Summer-Fall-1966)
   Copy of diagnostic profile sheet as of June 1967.

   B. Table of grouping and scheduling

Group	No. of Children	Principal Disabilities	Total Number of Meetings

   C. What was average attendance of each group

	Number Enrolled	Average Parent Attendance	Average Children Attendance	Common Location of Meetings
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				
Group 6				
Group 7				
Group 8				

   D. For <u>each</u> of your groups summarize the following information

      1. types of activities demonstrated.
      2. types of activities parents were expected to carry on at home.
      3. your judgment as to which home activities were <u>most</u> successful.
      4. your judgment as to which home activities were <u>least</u> successful.

E. List the type of supplementary programs for children and parents that were conducted during the year. Include the following:

Description of Supplementary Program	Number of Children Attending	Not Attending	Number of Parents Attending	Not Attending	Purpose of Program	Rating of Program (Excellent, Good, Poor)
1.						
2.						

III. How many home visits were made during the year?_____
How many different parents were visited?_____
What was average length of visit?_____
Describe briefly what was done during the visits.
How was social worker helpful in this area?_____

IV. Describe in what ways you believe the parent education program was successful and in what ways not successful. What were its principal accomplishments?

V. In what ways do you believe the social worker was helpful in the parent education program and in what ways he was not? What changes, if any, do you believe should be made in either the parent education program or the social worker's role in this program?

VI. In your judgment, what are the most serious problems remaining with the nursery families and their children.?

VII. Rate your professional satisfaction in working with the program over the past year as extremely satisfactory, very satisfactory, satisfactory, not too satisfactory or extremely unsatisfactory. Explain.

APPENDIX B

REPORTING FORM FOR PROJECT SOCIAL WORKERS - 1966 - 1967

I. Please report the following information as accurately as possible:

A. Number of nursery families you began with in summer 1966____; Number of nursery families you are working with as of June 1967____.

B. Number of kindergarten families you actively worked with during the year____. Number you did not actively work with ____.

C. Give the following facts on the nursery families:

	Summer (1966)	June (1967)	
1. number on public assistance			
2. number with principal wage earner unemployed			
3. number with income $3,000 or less			
4. number with income between $3,000 and $4,000			
5. average family size (children and parents) living in home			
6. number of homes without father			
7. number of mother not completing high school			(one figure only)
8. number of fathers not completing high school			
9. number of parents obtaining further training or education			
10. number of families with severe physical health problems			
11. number of families with severe mental health problems			
12. number of families with severe child rearing problems			
13. number of families with severe financial problems			

II. For the nursery children, give the following information:

Type of Problem Or Needs Diagnosed	Number of Children with This Problem	Services or Referrals Given to Family or Children	Number of Children You Believe Were Substantially Helped
A.			
B.			
C.			

(D,E,F, etc.) (Use larger sheet to give fuller information on above)

III. Give the following information on <u>your</u> role in the parent-education program:

A. How many nursery children and their parents were able to attend parent education meetings with a fair degree of regularity (over half of the meetings) <u>primarily</u> through your efforts? Do not count children and parents whom you believe were motivated and able to attend without much effort on your part. How many nursery children and their parents did not attend parent education meetings with a fair degree of regularity (less than half of the meetings) despite your best efforts?

B. Describe your efforts in arranging home visits for the teacher for those children and parents who did not regularly come to the parent education program. How many such home visits did you arrange between September and June?

C. Describe your efforts in feeding back information about families to the teacher in order that she could develop her program more effectively. Generally, what types of information did you feed back to the teacher? Rate how well you believe the teacher used this information as (Circle one) Extremely well - Very well- well- not very well - not well at all.

D. Describe the types of supplementary programs for children and/or parents you conducted with the teacher during the year. Describe it on a separate sheet of paper as follows:

Description of Supplementary Program	Nursery Number of Children Attending	Not Attending	Nursery Number of Parents Attending	Not Attending	Purpose of Program	Rating of Progra (Excellent, Good Poor)
A.						
B.						

IV. Describe in what ways you believe the parent education program was successful and in what ways not successful. What were its principal accomplishments.

V. In what ways do you believe the social worker was helpful in the parent education program and in what ways was he not? What changes, if any, do you believe should be made in either the parent education program or the social worker's role in the program?

VI. In your judgment, what are the most serious problems remaining with the nursery families and their children. With the kindergarten families and their children?

VII. Rate your professional satisfaction in working with the program over the past year as extremely satisfactory, very satisfactory, satisfactory, not too satisfactory or extremely unsatisfactory. Explain.